People 'S Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ghardaïa

Faculty of Letters and Languages

Department of English Language

Assessing the Challenges of Teaching Business English and Email Writing: A case study of Business English Teachers at the Faculty of Economics, Commerce and Management at the University of Ghardaïa

Dissertation submitted in partial Fulfillment of the Requirement

for the master degree in Didactics of Foreign Languages

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Academic Year: 2024 / 2025

Dedication

To my unwavering friend, to my beloved whose presence never falters,

To the heartbeat that sustains my soul, To the sun that brightens every corner of my days, To the beacon of hope that guides my path, To the heart that embraces both my sorrow and my joy.

To the one whose worth transcend all words, To my guiding light, my inspiration,

To my star, my queen who embodied both a mother's warmth and a father's strength....

To you, dearest Mother, I dedicate every step of this journey.

To the one whose absence reshaped my world about whom it is said: when a father is gone, girl loses her foundation, stands alone, and learns to grow tall,

To the one whose memory still stirs in me a profound sense of duty and purpose....

To your soul, beloved father, I dedicate this work.

May Allah envelop you in his eternal mercy.

And to the pillars of my life my cherished sisters and my beloved family, this is for you, with all my love and gratitude.

ANFEL

Dedication

I dedicate this work to the unwavering determination and resilience that have carried me through this academic journey. It is a testament to the countless hours of diligence, the moments of self-doubt overcome, and the sheer force of will that have transformed me, both intellectually and personally.

This work is lovingly dedicated to my mother, father and my brothers, whose unwavering support and encouragement have been the foundation upon which I have built my academic and personal growth.

DOUAA

Acknowledgements

All praise gratitude is due to Allah for His boundless grace and guidance.

We would like to express my deepest appreciation and sincere thanks to my esteemed

supervisor, Dr Malika Kouti. Her unwavering support, insightful guidance, and exemplary

dedication was instrumental in shaping the direction and quality of this dissertation. Her kindness,

professionalism, and commitment to excellence have left a lasting impact, and We pray that

Allah rewards her abundantly and continues to make her a source of benefit and

Inspiration to others.

We also extend my heartfelt thanks to all the professors who generously offered their time,

Shared their expertise, and contributed their valuable perspective throughout this

journey. Their support has been truly appreciated.

Abstract

This study examines the challenges faced by university Business English teachers while teaching email writing. Given the importance of professional communication in today's international corporate climate, the study seeks to find effective instructional approaches and tools for improving students' ability to write concise, clear, and professional emails. Data was obtained using a mixed-methods approach, with questionnaires distributed to Business English professors at the Faculty of Economic Sciences at the University of Ghardaïa. The findings indicated crucial challenges, including limited class time, students' language competency issues, and a lack of confidence, which hinder effective instruction and learning of business emails. The study underlines the importance of incorporating digital tools, real-life scenarios, and interactive activities into the curriculum, calling for more dynamic, learner-centered approaches. The findings provided useful insights for educators seeking to improve business English teaching, with the ultimate goal of developing competent, confident future professionals who can effectively engage in international and intercultural communication.

Keywords*: Business English, Professional Communication, Email writing, Mixed-method approach, Business English teaching.*

List of Abbreviations

BE	Business English
EAP	English for Academic Purposes.
EBE	English for business and economy
EBP	English for Business Purposes
EGBP	English for General Business Purposes
EOP	English for Occupational Purposes
ESBP	English for Specific Business Purposes
ESP	English for Specific Purposes
ESS	English for social sciences
EST	English for science and technology

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General Introduction

Introduction

In today's increasingly interconnected global economy, effective communication skills are critical for professional success. One of these skills is the ability to write professional and clear business emails, which has become an important part of corporate communication. As technology advances, so does the need to provide students with practical writing abilities applicable to real-world professional situations. However, teaching business email writing involves particular obstacles due to its specialized linguistic characteristics, contextual demands, and the significance of building students' confidence and fluency. This paper seeks to determine best practices for promoting professional communication skills that meet the needs of learners in diverse workplace environments by examining effective methods and strategies for teaching business email writing using current approaches along with insights from recent studies.

Background to Study

The rising significance of English as a global business language has increased the demand for effective Business English skills in Algeria, particularly in email communication, as the country's economy becomes increasingly integrated into international markets, necessitating Algerian professionals to engage in cross-border interactions and negotiations in English, yet studies reveal significant deficits in the Business English abilities of Algerian university graduates.

According to Rogerson-Revell (2007), "with the rise of multinational corporations and cross-border collaborations, English is frequently adopted as the primary communication tool in multicultural and multilingual settings, especially in meetings," emphasizing the practical importance of business English in international contexts. Initially rooted in English for Specific Purposes (ESP), Business English emerged as a distinct field in response to the demands of a globalized economy. Liu Shulin et al. (2006) noted that "adapting language teaching to real-world business communication is critical in meeting professional and educational needs worldwide," reflecting an ongoing development driven by industry demands, globalization, and pedagogical shifts toward more pragmatic, communicative strategies. Since "communication differs by specialty—Business English is different from scientific or political English," Fitria (2019) notes that "Business English emerged as a distinct topic in the late 1960s and early 1970s, recognized for its unique vocabulary and

functional language used within the context of international trade and business activities." Kennedy and Bolitho (1991) further emphasize the tailored nature of the language, where the ultimate goal is to enable learners to communicate effectively in a business environment through various modes such as correspondence and face-to-face meetings. Belcher (2009) notes that "globalization and the widespread use of English as a lingua franca in international business have made English for Business Purposes a flourishing field." It emphasizes that "needs analysis, authentic materials, and relevance to real-world tasks" are essential for learners to acquire language skills that are immediately applicable to their careers. The gap between the abilities of graduates and the demand for business English proficiency in Algeria highlights the urgent need for curriculum reform that prioritizes language instruction to further prepare Algerian professionals for engagement in the global economy.

Statement of Purpose

This study intends to investigate and analyze the key issues that teachers experience when teaching Business English, with a focus on email correspondence. The purpose is to discover effective teaching practices, understand the barriers that exist, and provide solutions to improve instructional quality and student results.

Statement of Problem

Despite the crucial relevance of Business English, particularly email communication, in today's globalized business environment, a number of obstacles prevent successful teaching and learning. These problems have an impact on both the quality of training and students' ability to develop proficient business email writing abilities, which are critical for professional success. The core research question is:

To what extent can teacher training, instructor qualifications and curriculum strategies help students improve their business email writing skills and engage in Business English classes?

Hypothesis

Improving teacher training, instructor qualifications and curriculum strategies can help students improve their business email writing skills and engage in Business English classes.

Rationale

The rationale for this study derives from the growing relevance of Business English abilities in today's globalized economy, where "effective communication is crucial for success in international business". Despite its importance, many educators point out that current teaching methods are inadequate, highlighting the need for an in-depth investigation of the problems and best practices in Business English instruction, particularly email writing.

Methodology

The research design and methodology used to study the challenges of teaching business email writing employ a mixed - method approach, combining quantitative and qualitative strategies. This method enabled a comprehensive analysis of the research problem by leveraging the strengths of both qualitative and quantitative research methods.

Limitations of the study

This study has various limitations, which may have influenced the conclusions on the issues faced by business English instructors. The majority of classes were held online, which made it difficult to observe important teaching components. Most teachers lacked professional Business English training or experience, which could have an impact on instructional quality and response accuracy. Student interest in business English was often poor, limiting engagement. The shortage of instructors at the Department of Economic Sciences further increased the workload. These constraints underscore the importance of targeted teacher training, qualified instructor recruiting, and techniques to increase student motivation - all of which are critical for advancing Business English instruction and research.

Definition of Terms

♢ **Business English:** "Business English" encompasses all aspects of the language, both spoken and written, that have applications in the business world. English has become a widely used language in the worldwide business industry. It is also referred as the international language**.**

♢ **Professional communication:** Professional communication is the process of exchanging information, ideas, and messages in a company or workplace environment.

♢ **Email writing:** email writing is the skill of composing electronic messages that are used for various purposes, such as academic, professional, or casual communication. It involves specific conventions and etiquette, especially in formal settings, including appropriate salutations, concise content, correct spelling and grammar, and suitable closing phrases.

♢ **Business English Teaching:** The process to teach the language abilities required for efficient business communication. This entails not only learning the basic vocabulary and grammar, but also comprehending cultural nuances, business-specific conventions, and various forms of communication (e.g., email, meetings, presentations) used at the work environment. (Frendo, 2005).

♢ **Mixed-method approach:** According to Johnson, Onwuegbuzie, and Turner (2007, p. 123), "Mixed methods research is a type of research where a researcher or team of researchers combines elements of both qualitative and quantitative approaches (e.g., use of qualitative and quantitative perspectives, data collection, analysis, inference techniques) with the goal of broadening and deepening understanding and corroboration."

Chapter One:
ESP and Business English Correspondences

Introduction

Teaching English for Specific Purposes (ESP) has been recognized as a distinct branch of English Language Teaching (ELT). ESP is a field within applied linguistics where teachers aim to address the specific needs of learners in various professional contexts. The task of teaching ESP stems from the particular requirements and objectives of learners in their respective professions, such as tourism, sports, engineering, commerce, and others.

This chapter of our research provides an overview of **English for Specific Purposes (ESP)** as a branch of ELT. Following this, we will introduce **Business English (BE)**—its development, characteristics of Business English learners and teachers, and the main features of a Business English course. Finally, we will examine the primary written business correspondences taught in Business English, with a focus on business emails. Additionally, we will explore effective and relevant teaching methods employed by teachers to address students' difficulties in writing business emails.

1.1. English for Specific Purposes (ESP)

ESP is an abbreviation to English for Specific Purposes that has been defined by many linguists**.** Hutchinson and Waters (1987) see ESP as an approach rather than a product, by which they mean that ESP does not involve a particular kind of language, teaching material or methodology.

1.1.1. Definition of ESP

Additionally, Stevens (1988) state that ESP stands out for its emphasis on two key features: it is tailored to the individual needs of students and focuses on language that is appropriate for those activities in syntax, lexis, discourse, semantics, etc., reflecting actual context use rather than general English.

According to Robinson (1991), ESP is largely based on needs analysis, with an emphasis on what language learners must accomplish and content that is adapted to meet clear, achievable objectives. According to him, ESP is "typically goal-directed" and focuses on helping students acquire the fundamentals of language use in their particular fields of endeavor.

As for Dudley and Evans ESP is an approach to language teaching that starts from the specific needs of the learners and reflects the methodology of the disciplines or professions it serves. It emphasizes that each ESP course should be designed based on an analysis of the learners' particular needs and goals, which guides decisions on content, methodology, and language focus. Additionally, ESP recognizes that the interaction between teacher and learner in specific ESP contexts may differ significantly from general English classes, underpinning the idea that ESP has its own specific methodology tailored to these needs.

Respectively, Mackay and Mountford (1978, p. 2) added that ESP:

> is generally used to refer to the teaching of English
> for a clearly utilitarian purpose. This purpose is
> usually defined with reference to some occupational
> requirements, (e.g. for international telephone
> operators) ... or vocational training programmes,
> (e.g.: for hotel and catering staff) ...or some academic
> or professional study, (e.g.: engineering).

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1.1.2. The emergence of ESP

The emergence of English for Specific Purposes (ESP), like the overall growth of human activity, was an organic process influenced by numerous emergent trends. As stated by Widdowson in 1978, this evolution was affected by shifts in focus, which moved away from traditional grammatical rules and toward understanding how language is used in real-life conversation. During this period, researchers discovered that people's speech and writing styles vary greatly depending on context, and these variations have a significant effect on language training. For example, educators recognized that adapting materials—such as books relating to areas such as biology— to learners' individual interests and needs may increase motivation and improve learning, based on the concept that relevance increases engagement.

A convergence of three major elements fueled the rise of ESP even more.

First, there was a surge in demand for English in a variety of professional and academic disciplines, including linguistics and education, demanding more specialized language instruction.

Second, understanding learners' motivations and particular needs became a primary priority, resulting in the creation of materials that met the distinctive needs of many professional fields.

Third, the recognition of the value of specialization in language acquisition influenced a shift in teaching methods, making them more relevant to certain fields. For example, in the 1960s and 1970s, researchers such as Swales (1985), Ewer, Latorre, Selinker, and Trimble concentrated on scientific and technical English, stressing the growing variety of specialized language use.

Overall, it was believed that identifying specific linguistic features relevant to specific fields would increase learners' motivation and result in faster, more effective learning. This approach emphasized that effective ESP instruction should be led by a complete awareness of the learners' professional contexts, allowing them to gain all of the specific language skills required for their jobs. Consequently, ESP grew into a field characterized by targeted, contextually relevant instruction—a vital development to address the linguistic demands of various learners working across different industries.

1.1.3. The development of ESP

The development of ESP (English for Specific Purposes) began in the 1960s and has gone through several phases:

◆ **First Phase: The 1960s - Register and Genre Analysis**

The early period, mainly in the 1960s and early 1970s, focused on examining the use of language in particular fields, such as scientific English. Researchers examined textbooks and other texts to uncover typical grammatical and lexical characteristics—such as technical terms and sentence patterns—that identify language specific to a certain field. The aim was to gain an understanding of how language was being used in particular professional or academic settings.

◆ **Second Stage: Rhetorical and Discourse Analysis**

In this period, the focus shifted to understanding how language operates at the level of extended texts or discourse, rather than at the sentence level. You could say that researchers looked at how sentences are chained together to form meaningful texts, and how context, coherence, and rhetorical goals function in communication.

Allen and Widdowson (1974) express this stage's core hypothesis as follow:

The difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts.

Researchers like Larry Selinker, looked at how language functions in actual use and how meaning is established in discourse.

◆ **Third Stage: Target Situation Analysis and Needs Analysis**

This phase consisted of the examination of the particular tasks and needs of learners in their given contexts, frequently utilizing holistic frameworks such as John Munby's 'Communicative Syllabus Design'. The objective was to identify the linguistic abilities that learners will require in their professional or academic lives and thus shape the design of curricula that directly tackle those identified needs and objectives.

◆ **Fourth Phase: Development of Strategies and Competencies**

At this phase, the focus was laid on recognizing and teaching the skills and strategies learners need to participate successfully in real-life situations. The analysis went beyond the surface-level linguistic features in order to assess how learners can use language strategies—like reading, listening, and speaking—to do well in functional settings. It acknowledged the fact that effective communication involves not just the mastery of linguistic forms but also the development of strategic abilities.

◆ **Fifth Stage: Learner-Centered and Integrated Approach Today, ESP**

Development has moved towards a holistic and learner-centered approach incorporating inputs from all previous phases. It is concerned with creating courses through an overall understanding of learners' specific needs, contexts, and goals. Its aim is to equip learners with the necessary language skills, strategies, and knowledge to conduct their professional or academic work effectively with a focus on relevance and usability.

1.1.4. Characteristics of ESP

There are two types of characteristics of ESP, as follows:

✓ **Absolute characteristics:**

- ESP is tailored to address the specific needs of the learner.

- It incorporates the methodologies and activities relevant to the disciplines it supports.

- ESP focuses on language aspects such as grammar, vocabulary, register, as well as skills, discourse, and genres pertinent to these fields.

✓ **Variable characteristics:**

- ESP may be linked to or designed for particular academic or professional disciplines.

- In certain teaching contexts, ESP might utilize different methods than those used for general English.

- It is often created for adult learners, either in higher education or working professionals, though it can also be adapted for secondary school students.

- ESP is generally aimed at learners at the intermediate or advanced levels, although some courses may be suitable for beginners, as most assume a basic understanding of the language system.

1.1.5. Classification of ESP

ESP has traditionally been divided into different classified branches by linguists. One of which, is Hutchinson and Waters classification (1987),
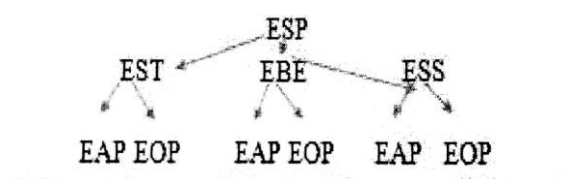
Figure 1.1. Simplified tree of ELT (Hutchinson and Waters, 1987.17)

The tree of ELT suggested by Hutchinson and Waters (1987) divided ESP into three branches. EST, that is English for science and technology, EBE which stands for English for business and economy, last and not least there's ESS which is English for social sciences. These three branches can be either (EOP) English for Occupational Purposes or (EAP) English for Academic Purposes.

Robinson (1991) proposed a tree diagram to classify ESP according to learners' experience levels. The diagram distinguishes between:

- **Pre-experience** learners

- **Simultaneous/In-service** learners

- **Post-experience** learners
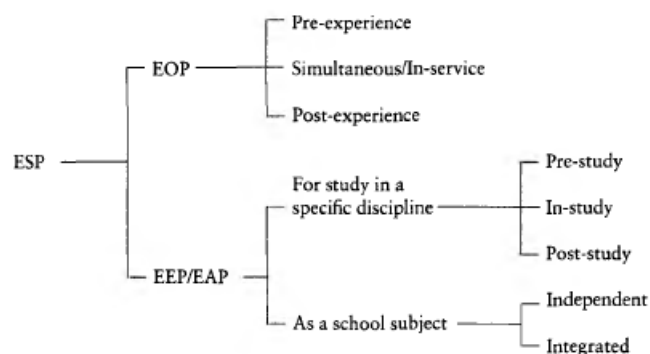
Figure 1.2. ESP classification by experience (Robinson, 1991, pp 3-4).

Another diagram categorizes ESP by professional fields. It depicts various specialized areas such as:

- **English for Academic Purposes**, further divided into English for Science and Technology, Law, etc.

- **English for Occupational Purposes**, encompassing areas like Business, Management, Finance, Economics, Medical Purposes, and Vocational English.

Specifically, "English for Business Purposes" branches into pre-vocational, vocational, and specific professional contexts, including management and finance.
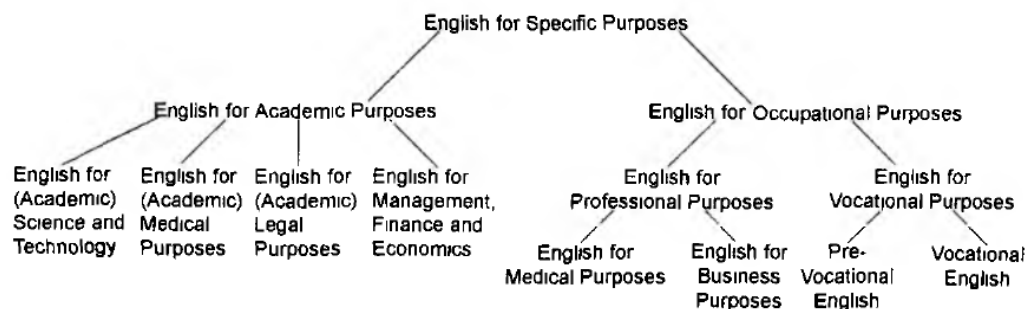
Figure 1.3. ESP classification by professional area

1.2. Business English

we will focus on English for business purposes. We will define its definition, development and the difference between Business English and general English.

1.2.1. Definition of Business English

The term Business English (BE) always refers to the use of English for Business purposes e.g. international meeting, international communication and trade.

According to Ellis and Johnson (1994), Business English is a specialized variety of English that employs particular linguistic structures and communication strategies tailored to various professional fields. It refers to the focused use of language within professional and business contexts, emphasizing terminology, phrases, and communication methods essential for effective workplace interaction. This form of English is a complex and often challenging subset, primarily concerned with communication related to commercial and professional activities, including interactions among organizations and companies, such as negotiations, insurance, and discussions (Dudley-Evans & St John, 1998). Ultimately, Business English functions as a vital tool for facilitating international business activities and professional relationships, with language choices shaping according to the specific interaction and contextual needs of the professional environment.

1.2.2. The Evolution of Business English

The evolution of Business English began in the 1960s and 1970s, with specialists recognizing the need to teach language skills that specifically address business environments. Early textbooks, such as *British Banking* (Firth, 1971), reflected this approach by focusing on language used in particular business contexts, emphasizing understanding and practicing language relevant to real-world interactions through structured exercises and case studies. During the 1970s and 1980s, methods evolved to incorporate audiovisual tools, case studies, and coursework aimed at developing skills like listening, speaking, reading, and writing in professional settings, with an emphasis on achieving communicative competence. Courses linked to business aimed to help learners develop dialogue, presentation, and negotiation skills

through contextualized tasks, moving away from purely theoretical foundations towards practical application. According to Knowles and Bailey (1987), these courses focused on real-life tasks and language use pertinent to specific business scenarios. Over time, the recognition of the importance of integrating practical skills led to the publication of specialized textbooks and curricula designed to equip learners with the necessary language skills in various professional environments. The BBC/On Course English for Business introduced more practical and skill-based approaches, emphasizing learner needs and workplace environments. Reflecting these developments, the progression of Business English has gradually shifted from general language teaching towards specialized, practical, and context-specific training aimed at meeting business professionals' needs in an increasingly globalized economy.

1.2.3. Characteristics of Business English

Business English has increasingly become the global language of commerce and communication. Different countries use it variably: for instance, South Korea employs English for business purposes, Brazil, the Netherlands, France, and Germany all integrate English within their business interactions, often without native speakers involved. Many non-native countries, like the UK and Australia, use English as an international medium, with non-native speakers understanding and communicating effectively among themselves.

A notable aspect of Business English is how non-native speakers can share a common language that is not their native language, facilitating cross-cultural professional interactions. For example, managers from different countries may communicate using a shared form of English, even if they are not native speakers. This shared language

allows for easier mutual understanding and smoother international negotiations (Guy & Mattock, 1993).

Furthermore, effective communication in Business English emphasizes clarity and simplicity—non-native speakers often choose language that is straightforward to ensure their message is understood. While learning Business English, learners should acquire specific language features that enable effective communication, such as the proper use of phrasal verbs, which are often less transparent to non-native speakers. In summary, Business English is characterized by its role as a practical, international communication tool that supports clear, effective interaction across diverse cultures, emphasizing mutual understanding and functional language use in a globalized economic context.

1.2.4. The language of Business English

As Ellis and Johnson (1994) state, the language of Business English as a special area of ESP has its unique features as follows:

✓ **Sense of purpose**

A sense of purpose can be regarded as the most important characteristic of exchanges in the context of business meetings, telephone calls and discussions (ibid: 7). In this sense, all the settings in EBP reflect strong business purposes, that is the language is used to achieve an end or a result, and a successful outcome to the business transaction or event, reflects successful use of EBP.

✓ **Social aspects**

In the special contexts of international business, there should be some courtesy to be maintained, that is, since there is a need for an internationally accepted way of doing things, social contacts are often highly ritualized so that people from different

cultures and with different first languages, can quickly feel more comfortable with each another.

✓ **Clear communication**

Another characteristic of EBP language is that in business contexts, the language should be both clear in meaning and concise in delivery. In other words, information should be conveyed with minimum risk of misunderstanding and the time for processing also needs to be short.

1.2.5. EBP vs EAP

Although both have relevant principles, they differ significantly. EAP focuses on the acquisition of knowledge by individuals in a transactional context, while EBP emphasizes communication within a world where the exchange of goods and services is fundamental. Successful business transactions impact others, including providers and policy makers, with priorities around knowledge of one's own needs and the profit margin. The main difference lies in the language background of users: EAP usually involves interactions between native and non-native speakers, often through textbooks or lectures, with an emphasis on understanding and producing language at an appropriate level. In contrast, EBP involves interactions between non-native speakers and the importance of power and cultural influences, which are less predictable. EBP courses also address cultural issues, language, and culture, which are tied to professional contexts, whereas EAP tends to focus more on academic environments. Teachers should be aware that EBP teachers generally do not have direct experience of learners' real-world business environments, unlike EAP teachers who work within academic settings.

1.2.6. Differences Between General and Specific Business English

Similar to ESP, Business English can be categorized into General Business Purposes (EGBP) and Specific Business Purposes (ESBP). As explained by Badger and Menzies (1993), courses titled *English for General Business Purposes* (EGBP) typically target pre-experience learners or those in the early stages of their careers, similar to general English courses, but with a focus on business contexts. Many students attend these courses at language schools or in groups, often at language levels just above basic proficiency, rather than for job-specific needs. The course materials often include published texts designed for extended use over months or years, emphasizing standard business grammar and vocabulary, with plenty of activities for practice.

The backbone of these courses is often grammatical, aligning with frameworks like the *Macmillan Business English Programme* (Badger & Menzies, 1993). Such courses are designed to develop presentation skills, listening, reading, and vocabulary, emphasizing correct answers and fluency. Typical activities involve "meeting people," "making arrangements," "talking about yourself and your company," and "travelling," with a focus on organizational charts, marketing, and branding, all oriented towards broad business scenarios rather than specific tasks.

In contrast, *English for Specific Business Purposes* (ESBP) focuses on learners with job experience who require language skills tailored to particular professional events or contexts. As such, materials include selected published texts and activities derived from actual workplace situations. Courses tend to be intensive, often comprising small groups, with leaders or trainers guiding the process. Company-

specific courses may include on-site training, with the content reflecting particular business environments prevalent in regions like the United States.

Unlike general courses, ESBP emphasizes precision and fluency in specific professional tasks, based on realistic business scenarios, to ensure learners can communicate effectively in their workplace (Hyland, 1998). Courses are centered on practical activities aligned with actual business needs, such as presentations or negotiations, and are designed to adapt to the learners' specific professional contexts and environments.

The table summarizes the key differences between General and Specific Business English:

Table 1.1.: key differences between General and Specific Business English

Category	General Business English (GBE)	Specific Business English (SBE)
Focus	Broad business scenarios; general communication skills	Professional tasks and real workplace communication
Materials	Published texts, standard grammar, vocabulary practice, activities like meeting people, traveling, marketing	Actual workplace texts, real business scenarios, company-specific activities, on-site training

Goals	Develop presentation skills, fluency, vocabulary, and understanding of broad business concepts	Achieve precision and fluency in specific professional tasks, effective workplace communication

1.2.7. The Business English Teacher

A business English teacher plays a vital role in bridging language skills with business acumen, requiring a unique blend of expertise and experience. Unlike general language teachers, they need a deep understanding of business issues and contexts, which allows them to teach language skills in a manner that is directly applicable to real-world professional settings. Ellis and Johnson (1994) emphasize that successful Business English Teachers are characterized by their flexibility and adaptability, ensuring they are "good at handling" various situations. Most ESP (English for Specific Purposes) teachers bring a background in language teaching, but often lack firsthand experience in business disciplines, making it essential for them to develop familiarity with business content and development. The study skills they need, such as listening to lectures, note-taking, and understanding exams, are integrally linked to many courses with language development, making these skills familiar to educators. They also need to be knowledgeable about cognition and intercultural interactions to facilitate effective communication within diverse business environments. According to Hew (1993), effective business communication depends on "not only on verbal language proficiency but also on personal and interpersonal skills," highlighting the importance of understanding client expectations and learning strategies. Furthermore, the interdisciplinary nature of ESP requires teachers to keep

abreast of research and industry developments, as the field demands a nuanced appreciation of management theories, psychological factors, and cross-cultural interactions. This comprehensive skill set enables teachers to not only impart language proficiency but also to prepare learners for practical business challenges, which is critical given the shifting and demanding landscape of international commerce.

1.2.8. The business English learner

Learners of Business English should effectively use language to achieve specific objectives and conform to relevant business standards and contexts. They are encouraged to adopt consistent language practices across various situations and materials, reflecting a solid understanding of business tasks. Learners' progress should be critically evaluated, and they should develop their skills through practice and reflection. Recognizing the importance of context and adapting language use accordingly is essential, with the ultimate goal of developing flexible, pragmatic language skills tailored to individual needs and circumstances.

People study business English for various reasons, such as career advancement, financial rewards, or transitioning to new jobs and projects. Learners generally fall into categories based on their experience, proficiency level, organizational hierarchy, cultural background, and specific needs. Beginners often start with foundational skills aimed at understanding career pathways and basic communication, while experienced learners focus on refining their skills for specific roles and responsibilities. Different organization levels require tailored training—senior managers may need negotiation and presentation skills, whereas junior staff may focus on precise language for their

functions. Learners from diverse cultural backgrounds may prefer tailored teaching approaches that respect their communication styles, such as those from the UK, US, or Asian communities.

Furthermore, learners' needs vary, with some aiming to participate in international projects or develop specific skills, and others seeking broader understanding for overall improvement. Language proficiency levels are often assessed through standard tests, and training should address the specific requirements of beginners, intermediates, or advanced learners. Understanding these diverse needs and characteristics enables the design of effective, personalized business English training that aligns with individual and organizational goals.

1.2.9. Business needs

Understanding business needs is crucial for effective training programs. Trainers must consider the goals of sponsors, HR departments, or company leaders, who hold different perspectives on what learners require. Clear identification of these needs ensures that training is relevant and addresses real business priorities, which can lead to better investment outcomes, increased motivation among employees, and more effective negotiations. Conducting research before training begins—such as understanding the company's products, market, and organizational structure—helps trainers tailor their approach. This includes familiarizing themselves with different departmental functions, like engineering or finance, and recognizing how each contributes to business objectives. Additionally, understanding the organizational hierarchy and key stakeholders—such as senior managers or auditors—enables trainers to address specific expectations and provide targeted insights. Ultimately,

aligning training with actual business needs improves the chances of achieving organizational goals and enhancing overall performance.

1.2.10. The Business English syllabus

The Business English syllabus is intended to provide learners with the necessary language skills for efficient communication in professional contexts. It emphasizes practical applications in crucial areas such as meetings, negotiating, socializing, and report writing. The syllabus focuses on functional language use, such as describing trends, making decisions, and understanding business processes. The course objectives are closely connected with industry demands, generally based on a needs analysis, and practical activities such as role-playing, case studies, and simulations are used to help learners develop their confidence and critical thinking skills. By the end of the course, students will be able to successfully communicate in a variety of business contexts, comprehend key terminology, confidently participate in meetings and negotiations, create clear business documents, and apply their knowledge in real-world scenarios.

1.2.11. Business English vs General English courses

Ellis and Johnson (1994) summarized the key differences between Business English and General English courses

Table 1.2.: The key differences between Business English and General English courses

Aspect	Business English	General English
Purpose	To focus on language skills for professional, workplace, and business contexts such as meetings, report writing, and negotiations	To focus on language skills for professional, workplace, and business contexts such as meetings, report writing, and negotiations
Course Content	Specific objectives related to business tasks like describing trends, making decisions, and workplace communication. Structured around needs analysis and task-based learning.	Broad topics covering general vocabulary, grammar, and communication suited for wide-ranging scenarios without a specific professional focus.
Pre-course Materials	Involves materials tailored for business contexts, including case studies, role-plays, and activities simulating workplace environments	Uses diverse, general-purpose materials like textbooks, dialogues, and narratives for overall langue development
Methodology	Emphasizes activities like role-playing, simulations, analyzing business trends, and practical applications related to company operations.	Uses varied techniques to improve general competence, including conversations, reading. and writing across multiple contexts.
Evaluation Methods	Focused on assessing practical skills such as report writing, presentations, and understanding business-specific language through tasks like exams or simulations.	Includes general language assessments like grammar tests, oral exams, and written exercises for overall fluency.
Learning Focus	goal-oriented, aiming to prepare learners for specific business situations and job-related language use.	Audience-oriented, aiming for overall language proficiency for diverse real-life situations.

1.3. Business correspondence and its Types

Business correspondence refers to the written communication that occurs within a professional or organizational setting. According to Sharma and Bhatnagar (2014), it involves the exchange of written messages, including letters, memoranda, reports, and emails, which facilitate the effective operation of business activities (p. 3). Strutt (2008) describes business correspondence as a collection of written messages exchanged between organizations or individuals for conducting business, encompassing orders, inquiries, complaints, acknowledgments, and reports (p. 7). Chaturvedi (2011) defines it as "written communication used in a business environment to promote effective and efficient interaction among various stakeholders, including customers, suppliers, and internal staff "(p. 92).

1.3.1. Business Letters

The language qualities of business letters prioritize clarity, conciseness, accuracy, and politeness, following the "7Cs" philosophy. Lexically, business letters use formal, concise, and correct language, which is frequently complemented by specific sentence structures to ensure politeness and clarity. Textual arrangement often follows a predetermined format that promotes successful communication.

Business letters are brief messages sent to individuals outside the organization. They are frequently created using company letterhead designs and are usually limited to one or two pages. They can serve a variety of functions, including introducing one's talents and qualifications, expressing significant or specific information, documenting an event or decision, and attaching reports or extended papers.

1.3.2. Letters with Specific Purposes

Letters are used in professional settings for a variety of purposes. The most popular varieties are:

➢ **Transmittal Letters**: When sending a report or other material, such as a résumé, to an outside recipient, add a cover letter that briefly describes the purpose of the enclosed document and summarizes its contents (Potter & Hylton, 2024)

➢ **Confirmation Letters**: In formal settings, such as employment offers or official invites, it is common to follow up with a confirmation letter. You may include this as an attachment in a brief email. Using a separate, official letter indicates your understanding of the circumstance and ability to customize your message accordingly.

➢ **Cover Letters**: When presenting a report or document to your supervisor, include a cover letter that summarizes the report's purpose and main findings. Even if your supervisor has been updated, a cover letter serves as a valuable reminder of your efforts.

➢ **Letters of Inquiry**: Use them to request information about a firm, organization, or opportunity, such as employment openings or funding options. Keep the letter concise, introducing yourself first, clearly explaining your desire, and possibly including specific queries for clarification. End with a pleasant thank-you message. (Hamlin et al., 2015)

1.3.3. Business reports

The term "report" stems from the Latin word "Reportare," which means "to carry back," and refers to how a report communicates issues or facts to managers through detailed description and analysis. According to C.A. Brown, a report is a communication from the information bearer to the person who requires the information. A report essentially delivers specific information in a structured and analytical fashion, drawing conclusions and recommending actions that are in line with its objectives. As managers commonly need to prepare reports throughout their careers, the efficacy of a report is heavily reliant on the author's talents. A formal report serves a specific goal by outlining data gathering and analysis methods, importance, conclusions, and any relevant suggestions.

Unlike other types of writing, a report is tailored to fulfill specific goals, with no extraneous information or emotional language. It provides data objectively, drawing judgments and making recommendations based entirely on facts. Shearring and Christian (2010) compare a report to a swimming suit in that it covers all necessary parts while avoiding unnecessary decorations. Despite its organized character, language, style, and presentation can be flexible, as long as clarity and precision are maintained. Finally, a report is a systematically arranged presentation of facts or a planned course of action, including data or findings from an investigation.

1.3.4. Features of a Report

A report is a formal communication that conveys particular information to designated recipients. It is both analytical and descriptive, with processed data supplemented with visuals like as charts, tables, and graphs to improve clarity. Reports, regardless of length, have a similar framework and goal when written in

accordance with recognized writing standards. They organize and analyze information in a systematic manner, with feedback rarely being a main concern. Reports are typically lengthy, requiring substantial data collection, consultation with specialists, record referencing, and detailed information processing prior to writing. Furthermore, they are descriptive in nature, with the author's personal feelings or emotions purposely excluded.

1.3.5. Types of Business reports

Business reports exist in a variety of formats, each providing a different purpose, setting, and technique of creation. They can be brief or substantial, and are intended to convey specialized information both within and outside of an institution. Here are a few common types:

✓ **Progress Reports**

These reports provide status updates on key projects or activities, including milestones achieved, obstacles encountered, and future plans. A sales manager, for example, could report on how sales are progressing. An exception report is a sort of progress report that identifies differences from expected results and recommends corrective measures.

✓ **Justification Reports**

These reports explain the reasoning or justification for suggested changes, such as policy revisions or project modifications. They seek to persuade decision-makers by presenting well-supported arguments, and they frequently incorporate feasibility

studies to assess the chances of success.

✓ **Compliance Reports**

These are used to ensure that regulations or standards are followed, especially by organizations that engage with government authorities. They describe how the organization complies with legal or regulatory obligations, assisting with audits and assuring accountability.

❖ **Policies and Procedures**

These documents establish the rules, principles, and organized techniques for conducting organizational activities. Policies create broad concepts for decision-making, whereas procedures clarify the exact actions required for specific operations to maintain consistency and efficiency (Nagarjuna, 2023)

✓ **Minutes**

They are official written recordings of meetings that summarize the talks and decisions reached. Minutes serve as legal documentation and assist participants remember the subjects discussed and actions agreed upon.

✓ **Annual reports**

These annual reports communicate a company's performance, financial situation, and strategic goals to shareholders, employees, and the general public. They hope to promote a positive image and transparency by offering an overview of the company's operations and future plans.

1.3.6. Functions of Reports

✓ **Control**

Assist managers in overseeing and regulating operations; for example, inspection and test reports in manufacturing help to check quality and spot problems early.

✓ **Inform**

Provide raw data or factual information without analysis; commonly employed when decision-makers merely require data.

✓ **Analyze**

Provide insights through analysis to help less experienced readers understand technical aspects.

✓ **Persuade**

Influence attitudes or encourage actions; persuasive reports can also be used to present ideas to superiors in a compelling manner.

1.3.7. Memos

Memos are brief reports commonly used for quick messages or notifications within an organization. In the business context, a memorandum (or memo) serves as a communication tool to convey important messages among colleagues, regardless of their location. They are often written for a broad audience, akin to mass communication, thereby broadcasting messages to many individuals rather than addressing a single person.

- **Purpose of a Memo**

A memo's main goal is to inform, but it can also incorporate persuasive aspects or calls to action. Memos are used as an official communication technique to combat informal rumors, such as exaggerated claims about layoffs, by providing correct information on specific concerns such as budget cuts (Hamlin et al., 2015). They can motivate people to take action, as evidenced by Panasonic's note pushing employees to buy their products to support the company. Memos, while not often requesting personal spending, represent organizational interests and emphasize shared aims with employees. They help to avoid confusion by communicating formal signals concerning meetings, decisions, departmental reports, and personnel problems.

According to Nagarjuna (2023), memos are used in the following situations:

- Usually memos are using for conveying routine messages.

- For submitting periodical reports.

- For communicating changes in organizations

- For issuing instructions to the staff

- For confirming a decision made at phone

- For calling explanation on some matter of conduct

- For asking certain special information

- For granting / withdrawing certain permission to do something

1.3.8 The structure of a memo

A memo typically has a header that lists the sender and intended recipients, as well as their titles or positions, the date, and the subject line. The memo's major material is divided into three sections: an introduction that outlines the main issue, a discussion that expands on key themes, and a conclusion that summarizes the key takeaways or future steps. Memos, unlike traditional letters, do not include formalities

like addresses and salutations, instead emphasizing precise and brief information. The writing style is often direct, with the tone shifting from official to informal depending on the context; for example, a memo describing financial figures may have a more formal tone, whilst an internal note among colleagues may be more conversational. Effective memo writing involves brevity, clarity, and suitable tone while considering the reader's position and the message's context. To improve readability, visual elements like as short paragraphs and bullet points are recommended, but extraneous details should be eliminated to keep the attention on the important themes.

1.4 Email

Email has largely replaced memos, faxes, and informal conversations because of its convenience, speed, and affordability. Its instant nature can make responses feel spontaneous, but it's crucial to compose emails thoughtfully, similar to formal letters or memos. When feeling upset, it's advisable to draft and save the message, then revisit it later to ensure clear, composed communication.

Most students and employees are familiar with email, which is used for quick, routine messages and sharing technical information electronically. Over time, email has become the primary mode of communication within organizations (Bovee, Thill, & Scribner, 2016, p.127) due to its efficiency and low cost. It has largely replaced printed letters for external communication and memos for internal messaging within companies (Guffey, 2008).

1.4.1 The Importance of Email

Receiving a letter from the postman has become rare because email has largely replaced traditional mail for everyday and official communication, thanks to its speed, convenience, and cost-effectiveness. Email is often sent via the Internet, enabling people or groups worldwide to share ideas, data files, spreadsheets, and more—almost without knowing the recipient's physical location. Unlike postal addresses, a simple email address indicates where the message should go, streamlining spoken and written

communication by making it easier to connect directly and review messages before sending.

Most businesses and government offices now rely on email as a vital communication tool. A new digital culture has emerged, with many employees adopting it easily. Although legally binding digital records are not yet widespread, its popularity is growing because email is quick, inexpensive, and convenient. Key advantages include its informal nature, instant delivery, ability to attach files, and simultaneous communication with multiple recipients—all at a low cost and with flexible access anytime.

1.4.2 Effective Business Email

Rules of Effective Business Email:

- Use a short, descriptive subject line (no more than five words) to help recipients understand the email's purpose.
- Keep the message brief and focused, as many read emails on mobile devices.
- Maintain proper grammar and spelling.
- Avoid slang, abbreviations like "imho," emoticons, and all caps—these are unprofessional.
- Stay professional; don't be overly casual.
- Refrain from spamming or sending mass emails unnecessarily.
- Include a standard signature with your contact details.
- Don't forward chain emails or jokes.
- When replying, only include relevant parts of the original message to keep the email clear.
- Send only necessary attachments, checking for viruses beforehand.

1.4.3 The Importance of Email Structure

A well-structured email improves readability and comprehension. It should include a clear purpose, a logical layout with paragraphs, and a polite, professional tone. Each email should have a clear subject line that reflects the message content and be organized to highlight key points. Using proper layout, font, and spacing makes it

easier for recipients to read and respond. Additionally, email headings should be refreshed regularly to reflect ongoing discussions, and the message should be concise, friendly, and goal-oriented.

➢ How to structure your email

Effective email structure involves:
- Opening with a polite greeting and addressing the recipient appropriately (using their name if known).
- Stating the purpose clearly and early.
- Developing the message logically, breaking text into short paragraphs or bullet points.
- Using signposts and transitional phrases for coherence.
- Concluding with a polite call to action or summary.
- Ending with an appropriate closing (e.g., "Best regards," or "Yours sincerely").

The overall goal is to facilitate easy reading and prompt, clear responses, avoiding ambiguity and confusion that can result from poorly structured emails.

1.4.4 Tone in email

According to Ober (1995), a business writer should strive for a confident, respectful, and authentic tone, with proper emphasis and subordination. The tone should avoid discriminating terminology and show a situationally appropriate attitude. Ober states that "the tone in writing refers to the writer's attitude toward the reader and the subject of the message," and that the overall tone determines how the message is interpreted, similar to how voice affects the listener in daily interactions. Effective email writing is inextricably linked to the success of corporate communication, highlighting the necessity of keeping an acceptable tone that encourages clarity, professionalism, and respect, which is critical for developing strong connections and communicating effectively.

1.4.5. Importance of tone in e-mail writing

E-mail writers may easily shift their tone from professional to edgy or snarky. E-mail allows authors to convey ideas that they would never speak to a reader's face. E-mail is written rapidly and then sent. Most e-mail writers do not examine their communications as thoroughly as they should. When they check communications before sending, they focus on the substance rather than the tone. But tone is essential. A flippant tone that the reader does not find humorous, or an aggressive tone, can harm a relationship and impede development on a firm project.

1.4.6. Types of Emails

➢ **Referral email:**

Referrals are recommendations customers give to friends or family about your business. Asking customers for referrals can lead to higher chances of converting leads into paying customers since the lead trusts the referrer. A referral email politely requests current customers to recommend your business to someone they know, often including a reward or incentive for both the referrer and the new customer. You can combine this with feedback requests for efficiency.

➢ **Cart abandonment email:**

When customers add items to their online shopping cart but do not complete the purchase, it's called cart abandonment. Sending a reminder email to these potential buyers can encourage them to return and finish their order, increasing sales.

➢ **Promotional email:**

These emails promote specific products, services, or discounts. They aim to persuade recipients to act quickly, often by creating a sense of urgency with phrases like "limited time" or "act now." This type of email helps boost sales, raise brand awareness, and prompt repeat purchases.

➢ **Welcome email:**

When new customers subscribe to your newsletter or make their first purchase, a welcoming message helps them feel appreciated. This email typically

introduces your business, thanks the customer, and may include a special offer, establishing a positive ongoing relationship.

➢ **Newsletter email:**

Newsletters are regular updates sent to inform customers about company news, industry insights, or content related to your products. For example, a bicycle company might share cycling tips and company involvement in cycling events through newsletters.

➢ **Announcement email:**

For significant updates like moving locations or launching a new website, a dedicated announcement email ensures the message reaches customers directly. It helps ensure they notice, remember, and feel engaged with your brand.

➢ **Transactional email:**

These emails facilitate completing transactions through embedded links. Often paired with promotional content, they encourage customers to follow a link to make a purchase, with persuasive language and urgency to boost conversions.

1.4.7. Teaching Business email writing

Understanding the goals of learners and using activities that mirror real-world events are the first steps in effective business email writing instruction. Wlosowicz (2023) highlights the need of teaching students how to recognize and use professional-standard tone, structure, and language, thereby preparing them for authentic communication.

◆ **Role-playing for confidence and fluency**

Role-plays are notably successful because they allow learners to respond correctly to provided instructions in monitored environments. These activities help students become more confident and fluent in business email exchanges.

◆ **Case Studies**

Analyzing case studies allows students to evaluate distinct business issues from various perspectives. This method promotes critical thinking and helps students define problems, provide solutions, and convey their results effectively (Wlosowicz, 2023).
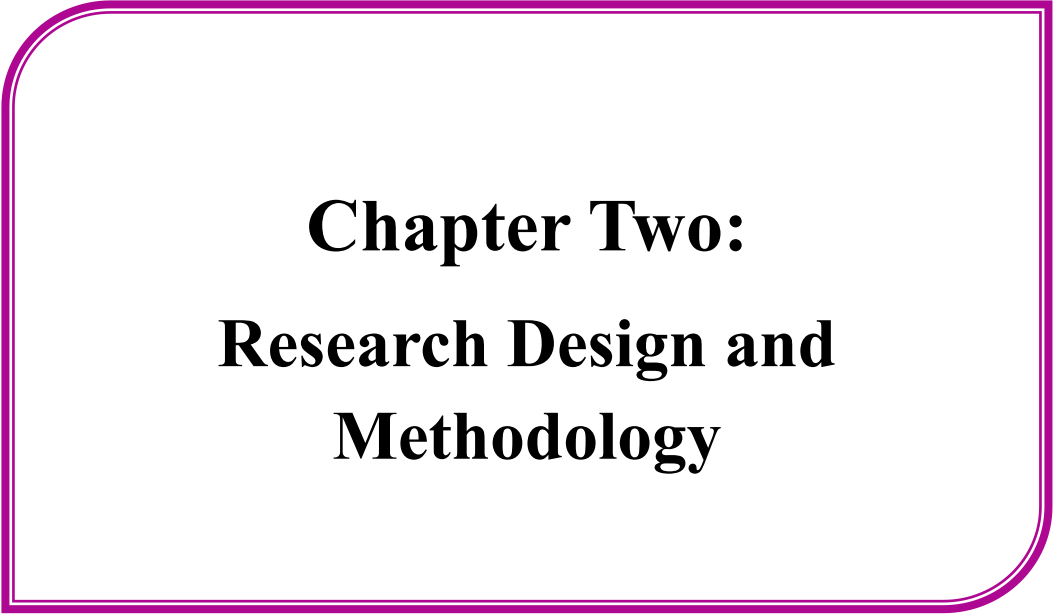
◆ **Practical Feedback and Real-Life Tasks**

Evans (2014) emphasizes the need of providing immediate, personalized feedback and task-specific instructions to meet learners' specific requirements. Practical tasks, such as composing, reviewing, and generating email templates for different settings, help to enhance comprehension and increase efficiency while conveying professional messages.

Overall, the integration of role-plays, case studies, personalized feedback, and template-based exercises results in a holistic approach to teaching business email writing. This comprehensive strategy prepares students to speak confidently and effectively in a variety of professional contexts

Conclusion

This chapter provides an overview of ESP, with a focus on Business English and its use in professional communications. It traced ESP's evolution, emphasized the significance of business contact, and highlighted effective teaching techniques. The chapter underlined the need of educators understanding both language and commercial settings in order to properly educate their pupils. Despite current tactics, a significant gap persists in understanding the issues instructors encounter, particularly when teaching corporate written communication, and determining which methods are most effective. This study intends to close this gap by investigating these issues and teaching approaches to enhance business email writing education.

Chapter Two:

Research Design and Methodology

Introduction

This chapter on Research Design and Methodology lays the groundwork for the study, offering a clear road-map of how the challenges related to teaching Business English E-mails were examined. It sets the framework within which data collection, analysis, and interpretation took place, ultimately aiding in the formulation of valuable conclusions and meaningful recommendations. It also details the systematic approach and methods utilized to explore the research problem. In this context, this chapter aims to deliver a thorough and detailed explanation of the research design, techniques, and procedures implemented to answer the research questions.

The research design and methodology for investigating the challenges of teaching Business E-mail writing employ a mixed-methods approach, integrating both quantitative and qualitative strategies. This approach is justified by the need to gain a well-rounded understanding of the issues and to explore teachers' experiences and perceptions in greater depth.

2.1.2 Research Design and Methods

The research design of this study on the challenges of teaching Business English emails is a mixed methods approach, combining qualitative and quantitative data collection and analysis techniques. This approach permitted a comprehensive investigation of the research problem by leveraging the strengths of both qualitative and quantitative research methods.

This was achieved through a questionnaire that had both closed-ended and open-ended questions. The closed-ended questions supplied quantitative data, allowing for the measurement and analysis of language proficiency levels, student performance, and other relevant factors. The statistical analysis of this data helped identify patterns, trends, and relationships, offering a more objective understanding of the challenges and outcomes linked to teaching Business English emails.

Meanwhile, open-ended questions offered qualitative data, providing deeper insights into the personal experiences, perspectives, and difficulties conveyed by the participants.

By employing a mixed methods design, this research aims to capture the complexity of the challenges from teachers' perspectives. The integration of qualitative and quantitative data enhances the overall validity and reliability of the findings, leading to a more comprehensive understanding of the research topic.

2.1.3 Data Collection Methods

In this study on the challenges of teaching Business E-mail writing, multiple data collection methods were employed to gather comprehensive and rich data. These methods included:

• A questionnaire

Questionnaires were distributed to teachers to collect quantitative data on various aspects of teaching business email writing, such as professional experience, student performance and motivation, instructional challenges, teaching materials and methods, and perceptions of language proficiency. This systematic, data-driven approach gave extensive insights into the multidimensional nature of corporate email writing pedagogy by directly recording the experiences and viewpoints of teachers in charge of teaching this critical corporate communication skill.

The study aims to gain a complete picture of the challenges and experiences of teaching Business English through a variety of data collection methods. Qualitative data from surveys and questionnaires provided deeper insights and contextual understanding, while quantitative data provided a broader viewpoint and statistical analysis. The mixed methods technique improved the validity and reliability of the findings, providing a more comprehensive picture of the research topic.

2.1.4 Tools for Data Collection

Questionnaire was designed to gather quantitative and qualitative data from teachers. The questionnaire included close and open-ended questions to assess various aspects related to teaching Business English.

2.2 Data Analysis

In the present study, researchers utilized a "teachers' questionnaire" as the primary tool for gathering data related to the challenges encountered by Business English teachers. The questionnaire was designed to explore the views and attitudes of these teachers concerning the various aspects involved in the teaching-learning process. The aim was to elicit information about the teachers' experiences in teaching business writing, as well as the difficulties they face in their instructional practices.

2.2.1 The description of the sample

The participants in this study are Business English teachers at the University of Ghardaïa's Faculty of Economic Sciences. The sample comprises of five professors chosen from a total of 10 educators who actively teach Business English in this faculty. These teachers' levels of teaching experience range greatly, with some having only one year of experience and others having up to eleven years.

2.2.2 Description of the Questionnaire

The questionnaire consists of 19 questions of different forms (open-ended, close-ended, and multiple-choice questions). They are sorted into three sections:

Section one: Teaching Background and development

The first segment, Questions 1–4, evaluates the instructors' backgrounds and professional growth. It inquires about the period of their experience teaching Business English, any training they have gotten in this field, the level of pupils they teach, and the key aims of Business English instruction.

Section two: course design, Teaching Methods, and Student Performance

The second half, Questions 4–14, dives into course design, teaching strategies, and student performance. It discusses the tools and judgments made when building courses, the

focus of lessons and activities, the types of business correspondence taught, and the techniques used to teach these abilities. It also covers the significance of various sorts of written contact, how teachers explain structural issues, and which terms they teach. It also assesses the significance and perceived ability of students to produce excellent business emails, as well as their degree of confidence in their email writing skills.

Section three: Challenges and Support for Effective Teaching

The final segment, Questions 15-19, looks at the resources and obstacles instructors find while teaching email writing. It inquires about the educational materials utilized, the primary obstacles that students have, effective approaches for improving their email writing abilities, and the significant hurdles that teachers face. Finally, it asks for recommendations for extra help or resources that might improve teaching effectiveness.

2.2.3 Analysis of the data collected

Q1: How long have you been teaching Business English?

Table 2.1. Business English Teachers' Experience (in Years)

Years	Frequencies	Percentage
11 years	1	20%
2 years	1	20%
4 years	2	40%
1 year	1	20%

Table 2.1 shows that the majority of the five teachers had been teaching Business English for four years (40%), with similar numbers of one year, two years, and eleven years of experience (20%). This shows a wide variety of teaching tenures, with the majority of professors having intermediate experience in the sector.

Q2: Did you get training on how to teach Business English?

Table 2.2 Teacher Training on Teaching Business English

Answers	Frequencies	Percentage
No	4	80%
Yes	1	20%

Table 2.2 shows that the vast majority of instructors, 80%, have not had any particular training for teaching Business English, while just 20% have. This highlights a possible area for professional development to help instructors improve their educational approaches.

Q3: Which level are you teaching, please?

Table 2.3. Business English teaching levels

Level	Frequencies	Percentage
All levels	2	40%
Master year	2	40%
3rd year	1	20%

Table 2.3 shows that the instructors are evenly split between teaching at all levels and pursuing a master's degree, with each accounting for 40%. Furthermore, 20% of teachers teach at the third-year level. This shows a wide range of teaching expertise at various levels of Business English.

Q4: What is the aim of Business English?

The following answers are:

Teacher	Answer
1	● **To enable students to communicate orally and in writing in business contexts and encounters.**
2	● **To help students acquire business language skills for writing business letters, emails, and presentations.**
3	● **To communicate clearly in professional settings, understand business terminology, and develop cross-cultural communication skills.**
4	● **To communicate effectively in business contexts.**
5	● **Business English is a vital field of ESP that can be useful for both students and business professionals, influencing the economy and its development**

The instructors' responses briefly state that the goal of Business English is to assist students in communicating successfully in professional contexts, acquiring business-specific language skills, understanding terminology, developing cross-cultural communication, and recognizing its value for economic progress.

Q5: Do you have a ministry canvas to design your own course (lessons)?

Table 2.4: Availability of Ministry Canvas for Designing Custom Courses

Answers	Frequencies	Percentage
Yes	5	100%
No	00	00%

Table 2.4 demonstrates that all five respondents (100%) reported having a ministry canvas to build their own courses, whereas none (0%) did not have one. This demonstrates that all participants have equal access to resources for course design.

Q6: Do you take into consideration students' needs and what you find useful and beneficial to them?

Table 2.5 Business students' needs

Answers	Frequencies	Percentage
Yes	5	100%
No	00	00%

Table 2.5 shows that all five respondents (100%) feel that business students have distinct demands, whereas none (0%) disagree. This demonstrates an agreement that meeting the requirements of business students is critical in the educational setting.

Q7: What is your main focus in your course (lessons, activities…etc.)?

Table 2.6 teachers' main focus in business course

Teacher	Answer
1	• Reading comprehension, listening to dialogues, answering questions, writing correspondence
2	• Focus on business terminology for students at different levels; provide specialized and in-depth content
3	• Email and business writing, meetings and discussions, presentations, negotiation, and persuasion
4	• Focus on business vocabulary along with writing and listening exercises
5	• Focusing on basic English knowledge: starting with grammar rules before moving to letters, CVs, business emails, and writing reports

The instructors' responses emphasize numerous educational tasks such as reading, listening, writing, and speaking. They focus on teaching business language, vocabulary, and practical skills including email writing, talks, presentations, and negotiation. They also propose personalizing classes to students' needs, such as teaching core grammar to individuals with weak English skills.

Q8: What are the important written correspondences you focus on?

Table 2.7 Important Written Correspondences Focus Areas

Answers	Frequencies	Percentage
All types	3	60%
Business email	2	40%
Business letters	0	00%
Reports	0	00%
Memos	0	00%

According to Table 2.6, the majority of respondents, 60%, are concerned with all sorts of written contact, with 40% focusing especially on business emails. Notably, no respondents mentioned focusing on business letters, reports, memoranda, or other forms, implying that their major focus is on general communication and emails in their education or profession.

Q9: How do you teach these business correspondences (direct instruction, workshops, online tools)?

Table 2.8 Methods Used for Teaching or Training

Answers	Frequencies	Percentage
Direct instruction	2	40%
workshops	2	40%
Online tools and models	1	20%

Table 2.7 shows that 40% of participants use direct instruction and workshops, with each accounting for two replies. Meanwhile, 20% of respondents, each representing a person, utilize online tools and models. This shows that direct instruction and workshops are the most popular techniques, with internet resources being less commonly used.

Q10: Do you show students examples of letters, emails, or other types of business correspondences and explain their structures?

Table 2.9 Teaching Students Business Correspondences and Structures

Answers	Frequencies	Percentage
Yes	5	100%
No	00	00%

According to Table 2.8, all five respondents (100%) provide students with samples of letters, emails, or other business correspondences and explain their formats. None of the respondents stated that they did not do so, implying that this is a widely accepted teaching method among the participants.

Q11: What is the importance of teaching Business Email writing?

Table 2.10 Importance of Teaching Business Email Writing: Teacher' perspective

Teacher	Answers
1	1. Because business email writing is part of their English specialization and essential for communication with foreigners.
2	2. To teach students how to communicate effectively in professional contexts.
3	3. Teaching business email writing is vital because email is the primary mode of professional communication worldwide
4	4. Prepare students for negotiations, meetings, discussions, and improve their professional writing skills.
5	5. To enable students to use email for communication with teachers and companies for contact or work purposes.

According to the table, the value of teaching Business Email Writing resides in providing students with important communication skills for professional and international relationships. It highlights the importance of email as a main communication tool in the corporate sector and seeks to educate students for negotiations, meetings, and workplace correspondence.

Q12: How would you rate your students' overall business writing skills?
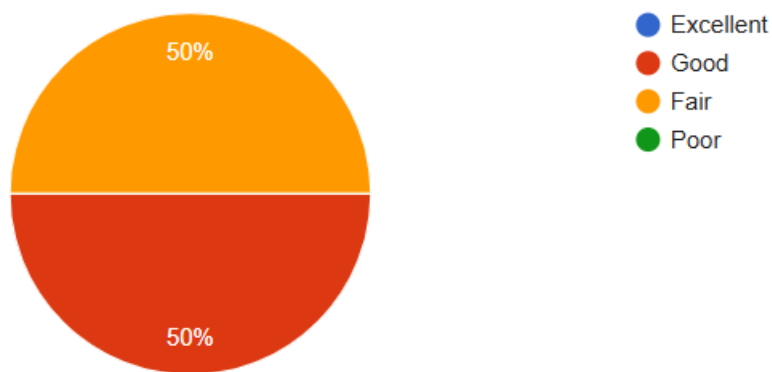
Figure 2.1 Overall Business Writing Skills Rating of Students

Figure 2.1 shows a balanced viewpoint among instructors, with half (50%) ranking students' business writing skills as "Fair" and the other half as "Good." No respondents ranked students as "excellent" or "poor," meaning that students' writing talents are usually regarded as fair to decent, but none are recognized as extraordinary or deficient.

**Q13:** How would you rate their email writing skills?
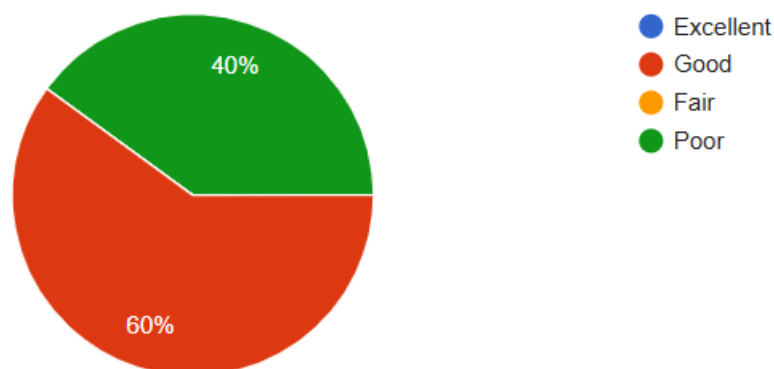
Figure 2.2 Evaluation of Students' Overall Email Writing Skills

According to Figure 2.2, 60% of respondents grade their students' email writing abilities as "good," while 40% deem them "poor." There were no answers with ratings of

"Excellent" or "Fair." This implies that while most instructors think students' email abilities are good, a sizable proportion believe they should be improved.

Q14: How confident are students in composing professional or formal emails?
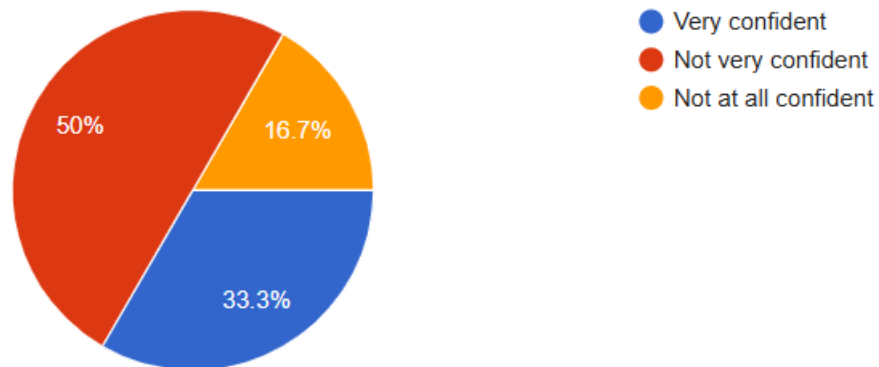
Figure 2.3 Student Confidence in Composing Professional or Formal Emails

Figure 2.3 shows that around 33.3% of respondents say students are "Very confident" in sending professional emails, while 50% believe students are "Not very confident." The remaining 16.7% believe that pupils are "not at all confident." This shows that most respondents believe students lack confidence in sending formal or professional emails.

Q15: What resources have been helpful to you in teaching business writing?
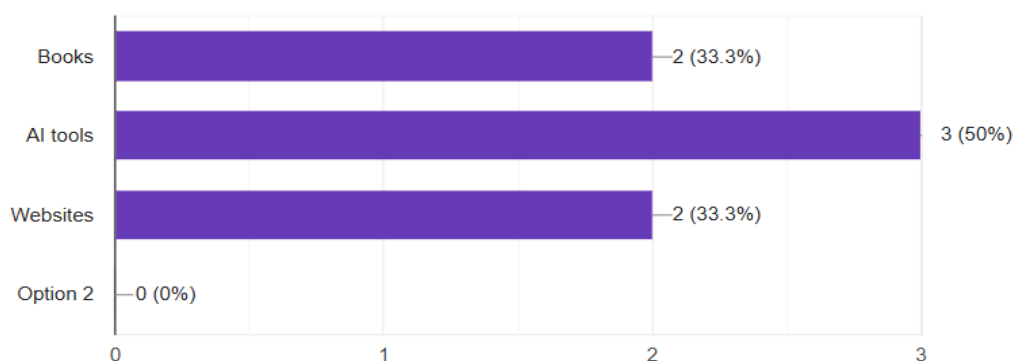
Figure 2.4 Resources Helpful in Teaching Business Writing

Figure 2.4 shows that the majority of instructors considered AI tools (50%) and books (33.3%) to be useful resources for teaching business writing. Websites were also beneficial to some (33.3%), indicating that digital technologies and printed materials are the key resources instructors rely on.
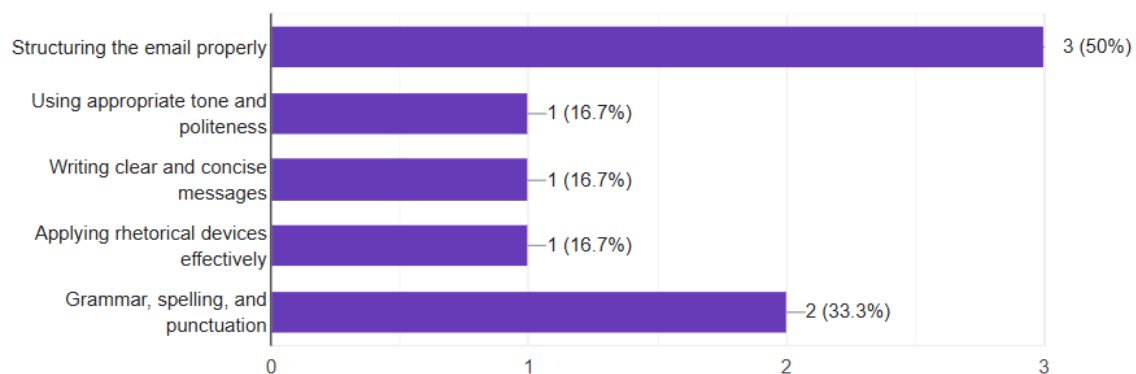
Q16: Which aspects of email writing do students struggle with the most?

Figure 2.5 Aspects of Email Writing Students Struggle With

Figure 2.5 shows that the most common issue among students is appropriately organizing the email, with 50% of replies expressing this. Grammar, spelling, punctuation, and effective use of rhetorical techniques are other areas of difficulty, with one-third of respondents mentioning each. Meanwhile, over 17% of instructors reported difficulties in maintaining acceptable tone and decorum, as well as drafting clear and succinct communications.

Q17: Which method you find effective in improving students' email skills?

Table 2.11 Methods Used to Develop Students' Email Writing Skills

Method	Percentage
Sample analyses of professional emails	30%
Practice exercises with feedback	20%
Role-playing or simulated email exchanges	15%
Incorporation of rhetorical devices and techniques	5%
Lectures and theoretical explanations	20%
Peer review activities	10%

The data demonstrates that examining professional emails is the most popular option, with 30% of respondents using this route. Practice activities with feedback are also extensively employed (20%). Role-playing or simulated email interactions are used by 15% of students, 5% incorporate rhetorical devices and tactics, 20% use lectures and theoretical explanations, and 10% engage in peer review activities. Overall, practical, hands-on techniques appear to be preferred for improving pupils' email writing abilities.

Q18: What are the main challenges in teaching email writing skills?

Table 2.12 Main Challenges in Teaching Email Writing Skills

Challenge	Percentage
Lack of class time	40%
Students' lack of motivation or interest	20%
Insufficient resources or examples	00%

Difficulty in providing personalized feedback	15%
Language proficiency issues	25%

According to the table, the most important difficulty for educators is a shortage of class time, which 40% of respondents view as a key hurdle. Following that, 25% of respondents cited language competency concerns, while 15% mentioned difficulty offering tailored comments. 20% are concerned about students' lack of desire or interest, whilst 0% see insufficient materials or examples as a barrier. Overall, time limits and language hurdles are the most significant challenges in training email writing abilities.

Q19: What additional support or resources would help improve instruction?
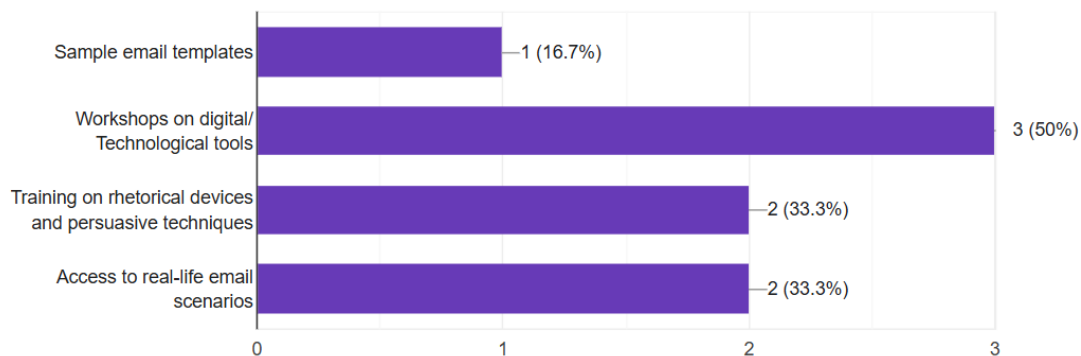
Figure 2.6 Additional Resources to Improve Instruction of Email Writing

Figure 2.6 demonstrates that workshops on digital/technological tools were the most sought help, accounting for 50% of replies. Similarly, 33.3% of respondents value access to real-life email settings as well as instruction in rhetorical devices and persuasive approaches. Sample email templates are the least sought assistance, accounting for only 16.7%. This

implies a significant preference for interactive, hands-on instruction and resource access rather than static templates.

2.2.4 Discussion and Interpretation of the Study Results

The study's data analysis provided valuable insights into the challenges of teaching Business Emails. The following are the major conclusions from the analysis:

◆ **Teacher Experience and Training**

The sample of five corporate English teachers varied in experience level, ranging from one to eleven years. The distribution of the participants by training revealed that the majority of teachers (80%) have not obtained specialized training in teaching Business English, indicating a possible need in professional growth.

◆ **Teaching Practices and Course Design**

All teachers use a ministry canvas as a strategic tool while designing their courses. This shows that professors are well-organized and purposeful in constructing their courses to fulfill institutional and student demands. Emphasizing students' demands demonstrates a learner-centered perspective, which is required for effective adult education, particularly in professional settings.

The emphasis on business language and email writing highlights the significance of practical, real-world abilities that have a direct influence on students' employment chances. Prioritizing business emails demonstrates a belief that strong written communication, particularly in a professional environment, is essential for career progress.

◆ **Teaching Method**

The analysis shows that a primarily conventional style to teaching is used, with direct instruction and workshops serving as the primary techniques. Direct instruction enables teachers to give clear, concentrated information, making it ideal for introducing new concepts, especially in organized skills such as business correspondence. Workshops, on the other hand, allow for interactive learning, peer cooperation, and practical application, all of which are required to develop communication skills.

The less frequent use of online technologies due to possible hurdles such as poor technological resources, insufficient training, or a preference for face-to-face contact. While demonstrating examples of business communication and describing their structures is frequently done, this method is generally teacher-centered and may restrict possibilities for active student interaction and hands-on practice.

Students' Skills and Confidence:

The fact that teachers rank students' corporate writing abilities as primarily "fair" or "good" indicates moderate competency, but there is still opportunity for development. The somewhat lower ranking for email writing suggests that students may find this area especially difficult, which is unsurprising given the precise standards, tone, and structure necessary for professional emails.

Students' poor confidence levels in writing professional emails indicate a significant gap between talent and self-assurance. This reticence may be due to a lack of practical experience, a lack of feedback, or apprehension about making mistakes in real-world communication situations. Confidence is important because it affects students' desire to engage, communicate effectively, and confidently apply their talents in professional contexts. Overall, developing both skills and self-confidence is critical for preparing students to thrive in business communication.

Effective Methods for Skill Development

The emphasis on reviewing actual professional emails and offering comments highlights a practical, targeted approach to improving students' corporate communication abilities. Analyzing real-world samples allows students to comprehend the norms, tone, and structure of professional emails, making their knowledge immediately useful. When combined with individualized feedback, this strategy helps to fix mistakes, reinforce optimal practices, and boost confidence.

Role-playing and peer review provide extra active learning possibilities by encouraging experiential learning and collaboration abilities. Role-playing mirrors real-world job settings, allowing students to practice their responses in a secure setting, whilst peer assessment promotes critical thinking and collaborative progress.

Although these methods are used less frequently, they are effective in producing a more dynamic and interesting learning environment. While theoretical lessons are crucial for basic information, they are generally ineffective when used alone; experiential and contextual learning methods produce superior skill retention and confidence.

◆ **Student Difficulties and Areas for Improvement**

The identified challenges—organizing emails, ensuring grammatical accuracy, keeping a suitable tone, and writing coherent messages—highlight crucial areas where students require specific assistance. These issues highlight the complexities of professional email writing, which necessitates not only technical language abilities but also rhetorical awareness and organizing competence.

The high value placed on workshops concentrating on digital tools shows that including technology resources (such as email platforms, editing tools, or communication apps) improves practical abilities and helps students negotiate real-world communication more successfully. Access to real-life email scenarios helps to bridge the gap between theory and practice by offering contextualized learning that reflects workplace realities.

Interestingly, templates are less popular, showing that students want to build their own communication style and comprehend the complexities of email writing rather than relying on pre-designed templates. This inclination can be useful since it encourages innovation, adaptability, and a better understanding of functional writing skills.

◆ **Resources and Challenges:**

The acknowledgment of AI tools, books, and websites as useful resources demonstrates a willingness to incorporate varied, accessible materials into instruction. Artificial Intelligence (AI), in particular, may provide tailored feedback, practice activities, and real-time adjustments, which are beneficial to skill development. Books and websites give both fundamental information and additional practice opportunities, benefiting both teachers and students.

However, several problems impede successful email writing instruction. The most significant problem remains limited class time (40%), which limits opportunities for practice, feedback, and skill reinforcement. Teachers and students may feel rushed to complete a vast syllabus, leaving little opportunity to build deep expertise in email communication.

Language proficiency concerns (25%) provide a significant hurdle, as students struggle with grammatical accuracy, vocabulary, and general language skills required for professional communication. This shows the need for customized language support in addition to email training.

Lack of interest (20%) suggests that engagement is an issue, potentially owing to the task's perceived significance or complexity. Motivating students with contextualized tasks, real-world events, and interactive ways should help with this.

This lack of concern about resources and examples shows that materials are typically available; nonetheless, maximizing time utilization and addressing language and motivation concerns are critical for enhancing outcomes. Emphasizing efficient use of limited time,

incorporating incentive tactics, and personalizing linguistic assistance may improve the efficacy of email writing education.

Therefore, following the obtained findings and the discussion, the hypothesis set at the beginning "Improving teacher training, instructor qualifications and curriculum strategies can help students improve their business email writing skills and engage in Business English classes" was confirmed.

2.2.5 Recommendations

Based on the study's findings, some significant recommendations may be addressed for tackling the challenges that business teachers encounter when teaching Business English correspondence:

➢ Create a thorough, goal-oriented program that teaches students specific language skills needed for effective business communication. This curriculum should address students' existing lack of English proficiency and adapt to the practical requirements of course design.

➢ Use a systematic course design tool, such as Ministry Canvas, to ensure that the training is relevant, organized, and in line with real-world business circumstances.

➢ Add additional online resources and interactive teaching approaches to improve student engagement and learning results, such as simulations, real-time feedback systems, and collaborative group activities.

➢ Prioritize in-person Business English sessions over fully online classes, as face-to-face instruction allows for greater teacher-student interaction, more

Conclusion

This chapter has concentrated on introducing the research design and methodology about Business English E-mail writing. It focused on the data collection, analysis, and interpretation of the findings and made valuable conclusions and recommendations. It also showed the systematic approach and methods utilized to explore the research problem. Thus, the hypothesis set at the beginning "Improving teacher training, instructor qualifications and curriculum strategies can help students improve their business email writing skills and engage in Business English classes" was confirmed.

General Conclusion

This study investigated the importance of effective business email writing as a key component of professional communication in today's global workplace. The findings emphasize the importance of suitable tone, organization, and multicultural sensitivity in writing clear and professional email. Traditional teaching methods, like as role-playing, case studies, and customized feedback, have been shown to be helpful in strengthening learners' practical abilities and confidence in composing business emails. Furthermore, the growing reliance on email as the primary mode of internal and external business communication needs specialized instructional techniques that equip students with the ability to create short, courteous, and contextually relevant messages.

The study revealed that including these methods into Business English training can greatly improve students' capacity to negotiate international communication, follow professional norms, and prevent misunderstandings. As a result, the study provides useful insights into developing instructional techniques that promote successful professional communication and educate students to meet the needs of today's industries. Finally, it calls for a more innovative interactive, task-based, and feedback-oriented approach to Business English instruction, which can enhance learners' communicative ability and prepare them for real-world professional interactions.

In conclusion, the hypothesis set at the beginning "Improving teacher training, instructor qualifications and curriculum strategies can help students improve their business email writing skills and engage in Business English classes" was confirmed

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Appendices

Appendix: The Questionnaire

University of Ghardaïa

Faculty of Letters and Languages

Department of English Language

Teachers' Questionnaire

Dear teacher,

You are kindly invited to participate in this research study which aims at exploring the main challenges faced by Business English teachers in teaching Business Emails to students of all levels at the Department of Economic Sciences. Please answer all the questions as honestly as possible and be notified that your responses are dealt with confidentially and used only for research purposes. Please tick *X* the appropriate box or make full statements where necessary.

Section one: Teaching Background and development

1. How long have you been teaching Business English?

…..………………………………………………………………………………………………

…………………………………………………………………………………

2. Did you get training on how to teach Business English?

☐ yes ☐ No

3. Which level are you teaching, please?

☐ All levels ☐ Third year ☐ Master year

4. What is the aim of Business English?

………

……

Section two: course design, Teaching Methods, and Student Performance

5. Do you have a ministry canvas to design your own course (lessons)?

……………………………………………………..……………………………………………………

………………………………………………………………………………………………………

6. Do you take into consideration students' needs and what you find useful and beneficial to them?

…..……

…………………………………………………………

7. What is your main focus in your course (lessons, activities…etc.)?

…..……………………………………………………………………………….

8. What are the important written correspondences you focus on

☐ Business emails

☐ Business letters

☐ memos

☐ reports

☐ all types

9. How do you teach these business correspondences (direct instruction, workshops, online tools)?

☐ Direct instruction

☐ workshop

☐ online tools and models

10. Do you show students examples of letters, emails, or other types of business correspondences and explain their structures?

☐ yes   ☐ No.

11. What is the importance of teaching Business Email writing?

……………………………………………………………………………

12. How would you rate your students' overall business writing skills?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

13. How would you rate their email writing skills?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

14. How confident are students in composing professional or formal emails?

○ Very confident

○ Not very confident

○ Not at all confident

Section three: Challenges and Support for Effective Teaching

15. What resources have been helpful to you in teaching business writing?

☐ Books ☐ Websites ☐ AI tools

16. Which aspects of email writing do students struggle with the most?

☐ Structuring the email properly

☐ Using appropriate tone and politeness

☐ Writing clear and concise messages

☐ Applying rhetorical devices effectively

☐ Grammar, spelling, and punctuation

☐ Other…

17. Which method you find effective in improving students' email skills?

☐ Lectures and theoretical explanations

☐ Sample analyses of professional emails

☐ Practice exercises with feedback

☐ Role-playing or simulated email exchanges

☐ Peer review activities

☐ Incorporation of Rhetorical Devices and Techniques

☐ Other…

18. What are the main challenges in teaching email writing skills?

☐ Lack of class time

☐ Students' lack of motivation or interest

☐ Insufficient resources or examples

☐ Difficulty in providing personalized feedback

☐ Language proficiency issues

☐ Other...

19. What additional support or resources would help improve instruction?

☐ Sample email templates

☐ Workshops on digital/Technological tools

☐ Training on rhetorical devices and persuasive techniques

☐ Access to real-life email scenarios

☐ Other...

Thank you for your time and cooperation

ملخص

تبحث هذه الدراسة في التحديات التي يواجهها مدرسو اللغة الإنجليزية للأعمال على المستوى الجامعي أثناء تدريس مهارات ممتازة في كتابة البريد الإلكتروني. ونظرا لأهمية التواصل المهني في مناخ الشركات الدولي اليوم، تسعى الدراسة إلى إيجاد مناهج وأدوات تعليمية فعالة لتحسين قدرة الطلاب على كتابة رسائل بريد إلكتروني موجزة وواضحة ومهنية. تم الحصول على البيانات باستخدام نهج مختلط الأساليب، مع توزيع الاستبيانات على أساتذة اللغة الإنجليزية للأعمال في قسم العلوم الاقتصادية بجامعة غرداية، مما يدل على أن غالبية المعلمين اعتمدوا على استراتيجيات التدريس التقليدية مثل التدريس المباشر وورش العمل، واستخدام الأمثلة الحقيقية. وتشير النتائج إلى تحديات حاسمة، بما في ذلك الوقت المحدود للفصول الدراسية، وقضايا كفاءة اللغة لدى الطلاب، والافتقار إلى الثقة، مما يعيق التدريس والتعلم الفعال لرسائل البريد الإلكتروني التجارية. وتؤكد الدراسة على أهمية دمج الأدوات الرقمية وسيناريوهات الحياة الواقعية والأنشطة التفاعلية في المناهج الدراسية، وتدعو إلى اتباع نهج أكثر ديناميكية وتركيزًا على المتعلم. توفر النتائج رؤى مفيدة للمعلمين الذين يسعون إلى تحسين تدريس اللغة الإنجليزية للأعمال، بهدف نهائي هو تطوير محترفين مستقبليين أكفاء وواثقين يمكنهم المشاركة بفعالية في التواصل الدولي والثقافي.

الكلمات المفتاحية: اللغة الإنجليزية للأعمال، التواصل المهني، كتابة البريد الإلكتروني، النهج المختلط، تدريس اللغة الإنجليزية للأعمال.